PROBLEMS OF DEVELOPING STUDENTS' SPEAKING COMPETENCIES IN TEACHING ENGLISH

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ABSTRACT
Nowadays, the demand and interest in learning foreign languages are so strong that they are trying to learn English, from kindergarten children to adult professionals. The study of the culture, history, and traditions of the lingo-speaking countries also opens the door to personal interests.
KEY WORDS: *educational methods, learning languages, phonetic, lexical, grammatical, and linguistic material, teaching grammar and vocabulary.*

DISCUSSION

In world practice, different principles and methods are used when learning languages, and educational methods are chosen first of all for educational purposes. As you know, learning a language involves a certain amount of knowledge at each level of learning. The core of the knowledge to be mastered is the phonetic, lexical, grammatical, and linguistic material of the curriculum. During the learning process, students are given the skills to speak on the basis of this knowledge. According to the famous psychologist I.A. Zimnaya, "automation of speech processes leads to the highest perfection and speech processes" [Zimnyaya, 1998, p. 127].

We know that in traditional education a great deal of attention was paid to teaching English grammar and vocabulary. Today, in addition to teaching grammar and vocabulary to learners, their language competences are being developed. Now, learners need to develop speech competencies, including reading, writing, listening and comprehension. In this case, let's stop talking about competence.

"Competence" is a Latin word meaning "qualified, competent, worthy." Competence is the ability to apply independently and creatively to a set of knowledge and skills, qualifications and personal qualities, theoretical knowledge acquired in practice [Djuraev et al., 2008].

The concept of competence was first applied in the linguistics by N. Homski in the middle of the twentieth century and has been mentioned as a "set of activities, knowledge and skills" in language use [Zimnyaya, 2003].

The comments provided are a form of competence in the field of education as a competence-based approach to education, with the aim of developing the ability to apply the acquired knowledge, skills and abilities in their personal, professional and social activities. It should be understood that Competence Approach to Language Teaching Students should be able to use language learning materials and information effectively in their life activities, and to be able to express their thoughts in oral and written form, and to apply speech formation of the skills, ie ability to use language effectively.

Speech competence is a step-by-step development of the skills of listening, speaking, reading, and writing in the following four areas of language education: and the ability to monologically express their views, to communicate freely in dialogues, to join the polilogues, to write various texts, to read fluently and to read literacy based on the rules of literacy, to create creative texts, to formulate official paperwork. which means

To properly guide students in the development and development of speech competencies, it is necessary to first study the purpose, character, and

difficulty of the existing speech activities and their problem areas. Training is not effective if it is not taken into account. The following are some of the challenges and challenges of working on each type of speech competence.

Teaching comprehension competence is important, as it relates to other types of speech competence. Listening comprehension is also a form of spoken language. Students who have difficulty hearing comprehension may also be less inclined to speak. Students will also be able to write words, words and speeches correctly.

There are specific difficulties in teaching English speech and can be subdivided into linguistic, extra-linguistic, psychological groups [Yakubov 2011, p. 153]:

Linguistic difficulties include complexities in grammatical, stylistic, lexical, and phonetic fields.

Extra-linguistic difficulties are those that are not related to language. For example, the timing of the speech, the pace, the student's attention, and the number of times that the speaker is listening, as well as the availability of supportive and meaningful images in listening.

Psychological difficulties may include difficulties related to the psychological characteristics of the listener [Yakubov, 2011].

The development of speaking competencies is also important when learning English. Speaking is the use of language as a means of communication. Today, practical English is used in all practical English classes. Difficulties are reflected in the peculiar aspects of monologic and polylogical discourse, which are most common in speech competence.

Reading, reading, reading, or reading part of the text is all about reading, understanding, and comprehending the content. Language teaching in universities is unique and is being developed, based on the skills, experience and knowledge of secondary school education. The following difficulties were identified in teaching students:
- Poor academic conditions
- reading speed
- Student's inability to understand the content beforehand
- Complex grammatical structures, turns, structures in the text
- Lots of unfamiliar phrases, etc.

Writing competencies also have its own challenges. As we work on developing students' writing competencies, we need to identify these difficulties and build on them writing skills. The main problem with this is that most students cannot express their thoughts in writing.

To sum up, the main purpose of learning and teaching English is communication. We cannot achieve this without developing speech competencies.

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